

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-910-21

**RESOLUTION ON UPDATING THE UNITED STATES CULTURAL PLURALISM (USCP)
EDUCATIONAL OBJECTIVES**

Impact on Existing Policy: ⁱ **This Resolution Supersedes AS-883-19 to Include Educational Objectives Specific to United States Cultural Pluralism (USCP) Courses**

- 1 WHEREAS, Cal Poly's Diversity Learning Objectives (DLOs) currently serve as the course
2 learning objectives for United States Cultural Pluralism (USCP) courses (AS-836-
3 17 and AS-883-19), and
4
- 5 WHEREAS, Cal Poly's Diversity Learning Objectives (DLOs) are a part of the broader
6 framework of the University's Learning Objectives (AS-663-08), and
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- 8 WHEREAS, University Learning Objectives (ULOs) and Diversity Learning Objectives are
9 intended to be met across the Cal Poly curriculum during a student's progress to
10 degree, and
11
- 12 WHEREAS, Cal Poly's Diversity Learning Objectives are more expansive in their pedagogical
13 scope than learning objectives for USCP courses and their criteria (AS-883-19),
14 and
15
- 16 WHEREAS, The General Education Diversity and Inclusion Work Group determined in their
17 2019 report that USCP courses need educational objectives specific to these
18 courses rather than educational objectives that were intended to be met across
19 the university curriculum and across a student's time at Cal Poly, and
20
- 21 WHEREAS, The current United States Cultural Pluralism (USCP) Committee agrees with this
22 recommendation by the General Education Diversity and Inclusion Work Group
23 in their 2019 report, and
24
- 25 WHEREAS, Expectations for lower-division and upper-division educational objectives should
26 be differentiated in United States Cultural Pluralism courses; therefore, be it
27
- 28 RESOLVED: That the Academic Senate of Cal Poly adopt the attached United States Cultural
29 Pluralism course criteria and educational objectives.

New USCP Course Educational Objectives

All Lower Division USCP courses must meet a minimum of four (4) of the following seven (7) educational objectives:

Lower Division Educational Objectives

EO1: Identify and describe the histories of racial, gender, sexual, economic, political, and other inequities in the U.S. and how they persist.

EO2: Describe the ethical concerns within one's discipline with regard to diversity, equity, and inclusion in the United States.

EO3: Articulate and explain the most significant artistic, intellectual, cultural, and linguistic contributions, past and present, made by historically marginalized people in the United States.

EO4: Identify and define the aims of various individual/organizational efforts and mass social movements such as the abolitionist, civil rights, feminist, and other movements that address various forms of discrimination in the United States.

EO5: Distinguish between individual and structural forms of exclusion and inequality; and, offer a structural analysis of social, economic, political, and other historical inequalities in the United States.

EO6: Explain how historical narratives and other intellectual and/or disciplinary traditions are shaped by dominant groups in the United States and critically analyze their formations.

EO7: Explain and analyze how the various issues of diversity, equity, and inclusion are integral to fulfilling the core values of American institutions and American ideals such as those which guarantee freedom, equality, and democracy.

All Upper Division USCP courses must meet a minimum of four (4) of the following seven (7) learning objectives:

Upper Division Educational Objectives

EO1: Assess and analyze individual, systemic, structural, and/or institutional forms of inequity and discrimination in the United States.

EO2: Synthesize and analyze historical narratives and other intellectual and/or disciplinary traditions in the United States.

EO3: Explain and analyze how the various issues of diversity, equity, and inclusion are integral to fulfilling the core values of American institutions and American ideals such as those which guarantee freedom, equality, and democracy.

EO4: Synthesize and explain the various theories about the development and maintenance of gender identities, sexualities, race/racism, ethnicity, economic inequality, and other interlocking systems of oppression in the United States.

EO5: Articulate and explain the most significant artistic, intellectual, cultural, and linguistic contributions, past and present, made by historically marginalized people in the United States.

EO6: Describe and analyze the social, behavioral, scientific, and psychological impacts of structural inequities in the United States.

EO7: Assess and analyze the issues related to diversity, equity, and inclusion in one's major field of study and/or industry in the United States.

USCP Criteria

*Note: These were criteria adopted by AS-883-19 "Resolution on Updating the United States Cultural Pluralism (USCP) Criteria" on December 3, 2019.

USCP courses must fulfill all of the following criteria:

- CR1: Focus on one or more diverse groups (identified in the [Cal Poly Statement on Diversity](#)) whose contributions to American society have been impeded by cultural, legal, economic, and political conflict or whose social, cultural, legal, economic, and political opportunities have been restricted in the United States;
- CR2: Cover the historical and/or contemporary social issues resulting from conflict or restricted opportunities that include but are not limited to problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race in the United States;
- CR3: Address the diverse intellectual, philosophical, and cultural perspectives of historically marginalized people in the United States;
- CR4: Emphasize the voices and contributions of historically marginalized groups in the United States such that the course content must prominently include sources written and/or produced by historically marginalized people;
- CR5: Foster critical thinking skills by using intersectional frameworks of analyses that are necessary for adequately understanding and analyzing various social issues related to diversity and equity in the United States;
- CR6: Require students to examine critically their own beliefs, attitudes, and potential biases related to historically marginalized people in the United States.

BACKGROUND INFORMATION:

AS-395-92 Resolution Relating to a Cultural Pluralism Requirement requires that, beginning with the 1994-96 catalog, all Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement that consists of a single course satisfying a defined set of criteria.

The AS-651-06 Resolution on Cal Poly Learning Objectives establishes University Learning Objectives as a broadly shared set of educational expectations for all students who complete an undergraduate or graduate program at Cal Poly.

AS-663-08 Resolution on Diversity Learning Objectives establishes the four Diversity Learning Objectives as a collective addendum to the ULOs.

AS-676-09 Resolution on United States Cultural Pluralism Requirement revises the USCP criteria to make the criteria simpler, broader, and more reflective of more recent changes to the DLOs and the Cal Poly Statement on Diversity.

AS-883-19 Resolution on Updating the United States Cultural Pluralism (USCP) Criteria supersedes AS-676-09 in establishing updated criteria.

Currently, there are no existing USCP learning objectives (LOs).

[Diversity Learning Objectives](#)

According to the [University Learning Objectives](#) (ULOs), “all students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions ... based on a respect for diversity,” as defined in the [Cal Poly Statement on Diversity](#). The Diversity Learning Objectives (DLOs) were established in 2008 as an addendum to the ULOs.

The following revised DLOs were approved by the Academic Senate on June 4, 2019:

All Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;
2. Understand the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;
4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;
6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.

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- ⁱ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
- (2) Indicate if this resolution supersedes or rescinds current resolutions.
- (3) If there is no impact on existing policy, please indicate NONE.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Thomas Gutierrez

Date: March 12, 2021

From: Jeffery D. Armstrong

Jeffery D. Armstrong

Copies: Cynthia Jackson-Elmoore
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Subject: Response to AS-910-21 Resolution on Updating the United States Cultural Pluralism (USCP) Education Objectives

By way of this memo, I approve the above-entitled Academic Senate resolution.

I very much appreciate the work of the Academic Senate and the USCP Review Committee in maintaining the educational currency and effectiveness of the USCP curriculum by creating focused learning objectives.

The addition of these objectives will help the university achieve Strategic Priority 3, which is to “Enrich the Campus Culture of Diversity, Equity, and Inclusion,” and its goal to “prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence.”

Please extend my thanks to the members of the Academic Senate and the USCP Review Committee for their attention to this important curricular matter.